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AUTHOR Mays, Luberta; And Others
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ABSTRACT

This report presents the summative evaluation of Vegetable Soup, a multi-ethnic children's television series designed to reduce and/or eliminate the adverse effects of racial isolation in elementary school students of white, black, Asian, Puerto Rican, Chicano, and Native American backgrounds. It was the purpose of the research to test the predetermined objectives of the programs in order to assess the effect of the programs in bringing about attitudinal change on the part of those children who viewed them, compared with those children who did not. Data was collected by these methods: recording verbal responses as children viewed programs, analyzing verbal responses in terms of educational gains, and administering a formal test by using an interview technique. Positive verbal responses, attainment of objectives, and significant difference in intergroup attitudes of viewers compared to non-viewers were strong indicators of program effectiveness. The series had an effect on all children who viewed it, although some of the measures showed greater gains for some children, particularly in the areas of acceptance or rejection of others. Spontaneous responses generally indicated feelings of warmth, understanding, sympathy, and empathy for children of other ethnic groups. (RC)

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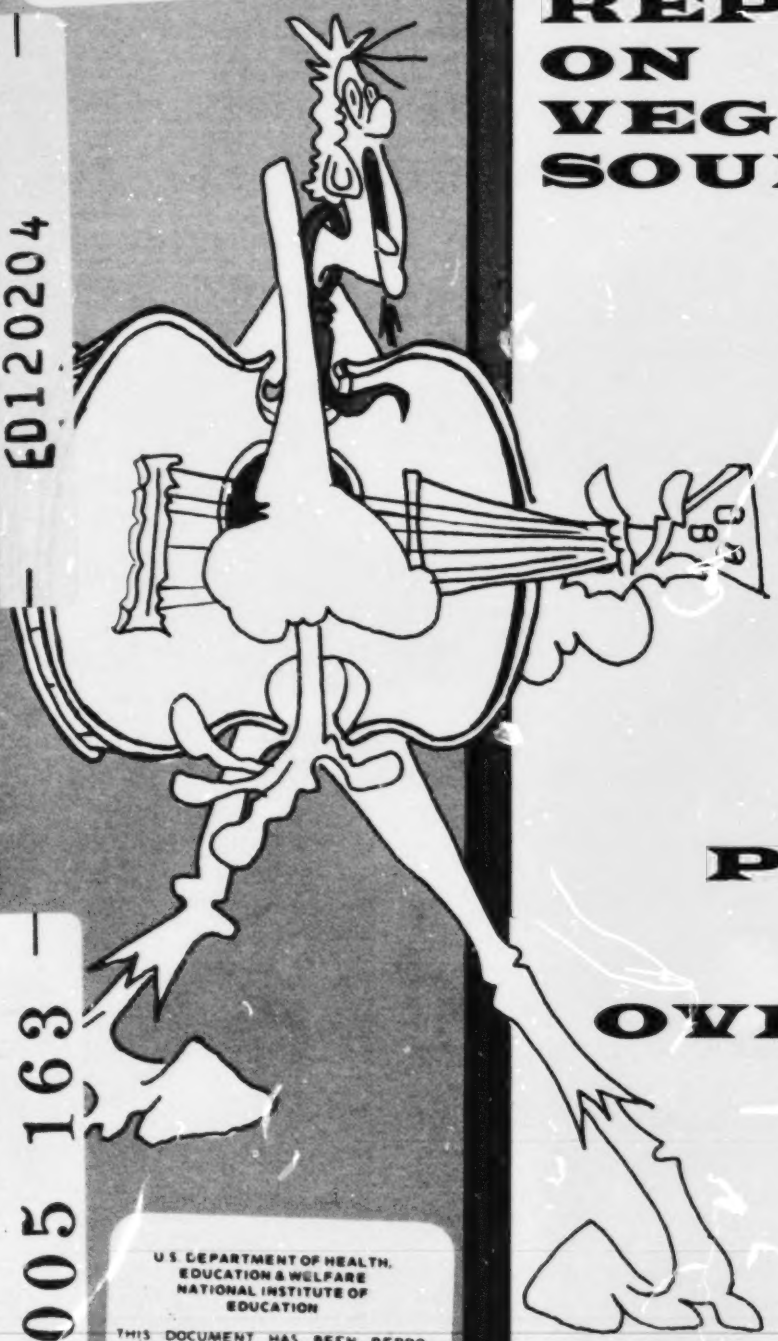
AN EVALUATION REPORT ON VEGETABLE SOUP:

The Effects of a Multi-Ethnic Children's Television Series on Intergroup Attitudes of Children



PRECIS AND OVERVIEW

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AN EVALUATION REPORT ON VEGETABLE SOUP:

The Effects of a Multi-Ethnic Children's Television Series on Intergroup Attitudes of Children

PRECIS AND OVERVIEW

Luberta Mays, Medgar Evers College, CUNY

*Edward H. Henderson, Medgar Evers College, CUNY

Sylvia K. Seidman, Borough of Manhattan Community College, CUNY

Veronka John Steiner, University of New Mexico

August, 1975

* Now at John Jay College of Criminal Justice, CUNY

PROJECT STAFF

FOR

THE NEW YORK STATE EDUCATION DEPARTMENT

Bernarr Cooper, Project Administrator

William J. Hetzer, Project Director

Yanna Kroyt Brandt, Executive Producer

Introduction

Vegetable Soup, a multi-ethnic children's television series was conceived by the Bureau of Mass Communications at the New York State Education Department. Beginning in August, 1973, the Bureau of Mass Communications began the production of children's television programs designed to reduce and/or eliminate the adverse effects of racial isolation. This report presents the summative evaluation of this multi-ethnic series for elementary school age children.

The research and evaluation focused on desirable change which might be achieved in the affective domain of the young learner. In the course of the evaluation, particular attention was given to those objectives which relate to feelings and attitudes of members of one ethnic group towards another.

The target population consisted of elementary school children of white, black, Asian, Puerto Rican, Chicano and Native American backgrounds.

The research was conducted with 200 experimental and 200 control group children, randomly selected from the groups listed above. Native American and Chicano children were drawn from samples in the Southwestern region of the United States, while the other ethnic groups were drawn from the greater New York, Long

Island area.

A research team from Medgar Evers College conducted the research, under the auspices of the Research Foundation of the City University of New York.

It was the purpose of the summative research to test the predetermined objectives of the programs in order to assess the effect of the programs in bringing about attitudinal change on the part of those children who viewed them, compared with those children who did not.

Methods used for the purpose of collecting data were: 1) recording verbal responses as children viewed programs; 2) analyzing verbal responses in terms of educational gains; and, 3) administering a formal test by using an interview technique.

The effectiveness of Vegetable Soup was judged on spontaneous verbal responses, the ability of children to project and become involved in the problems and situations presented, and on the results of a personal interview using a questionnaire.

Positive verbal responses to programs being viewed, the attainment of the educational objectives, and the significant difference in intergroup attitudes of viewers compared to non-viewers are strong indications of the effectiveness of Vegetable Soup.

The series, Vegetable Soup, had an effect on all of the children who viewed it, although some of the measures show greater gains for some children, particularly in the area of acceptance or rejection of others. Spontaneous responses generally indicated feelings of warmth, understanding, sympathy and empathy for children of other ethnic groups.

This media approach to intergroup relations worked extremely well for children in older groups as well as for the younger children tested. Indeed, older audiences opened new dimensions in their discussions, and were able to benefit from the messages of Vegetable Soup which were also intended for younger viewers.

The varied techniques used in the television production of the series enabled children and adults to approach topics on ethnicity and prejudice in a way that was non-threatening.

Objectives

Although modifying children's ethnic attitudes is generally considered to be an extremely difficult task, and expectation of total change is almost impossible, researchers must continue to find small

pieces that might help to eliminate some of the biases that exist, and in that way, change some of the negative attitudes directed towards the minority groups in our society. One of the primary goals of Vegetable Soup is to eliminate negative attitudes or reduce prejudicial feelings toward children and adults of other racial, religious or ethnic groups, particularly those identified as minority groups in the guidelines of the Emergency School Aid Act (Section 185.02/f/1). Another goal is to assist children in the development of positive feelings about themselves.

These statements may be considered as overarching goals of the entire television series. The following are eight specific objectives which the planning and production staff hoped to achieve in the development of Vegetable Soup:

Objective 1: To teach positive acceptance of individual and group differences;

Objective 2: To foster the development of positive identification with the child's own ethnic group;

Objective 3: To teach appreciation of differences in point of view;

Objective 4a: To teach that name-calling is painful for others,
b: to promote feelings and expressions of empathy with a rejected child, and
c: to have the children come to reject the use of epithets and name-calling

as strategies for dealing with conflict situations;

Objective 5a: To have children understand that prejudice can be an obstacle to the successful solution or common problems, and

b: to have children understand that cooperation with those of a different racial and ethnic group can help to solve common problems and accrue desired rewards;

Objective 6a: To teach that common sex role and race role stereotyping can be misleading,

b: to increase the range of options that minority and female children consider for themselves, and

c: to increase respect and esteem for people who hold low status, but necessary occupations;

Objective 7: To teach children about the contributions of minority groups to American culture;

Objective 8: To teach recognition of justice and equitableness so that children will learn to perceive and reject preferential or unfair treatment meted out on the basis of ethnic or racial identification.

For purposes of eliciting specific information from the subjects participating in the study, the previously stated objectives were combined and restated in the form of the four following questions:

1) Did the child who saw the programs show evidence of fostering more positive identification with his own ethnic group? (This includes self-identity.)

2) Did the child who saw the programs develop greater feelings of acceptance for others new to his group? (That is -- greater

acceptance or greater rejection.)

3) Did the child who saw the programs feel more friendly or affiliative toward others? (Including age and sex groups.)

4) Did the child who saw the programs have less of a tendency to stereotype what people could or could not do occupationally on the basis of race and sex?

The production of Vegetable Soup was conceived to provide an opportunity, via visual media, for racially isolated children to share experiences which would vicariously provide increased understanding and appreciation of children and cultures different from their own. It was hypothesized that if the summative evaluation indicated any movement in this direction, then one could assume that Vegetable Soup was a contributing factor in the reduction of negative attitudes about ethnic groups other than one's own.

The use of children's television programs as a possible means for changing attitudes about ethnic groups can be considered exploratory in nature. This is because neither the participants involved in producing the programs nor the project researchers working with attitudinal change were able to uncover any data showing how significant change in the affective domain may be measured. Therefore, some small shifts in attitude are considered positive

indications of change in this area. In any discussion of attitudinal change, one must consider two factors -- time and depth (of change). Just how much time is necessary for in-depth change of attitude is unknown to educators and researchers, nor has a measurement been reliably established for determining "extent" or "depth" of change. Therefore, the evaluators of the Vegetable Soup programs focused on visual cues, and verbal expressions of feelings and attitudes of the subjects, as indications of attitudinal shifts.

Description of Series

Vegetable Soup is a series of 39 half-hour, or 78 fifteen minute television programs. The series was designed in a magazine format, with a variety of production techniques such as: animation, real-life drama, documentary, fantasy drama with puppets, and still photo animation. In addition to each program containing modules and genres of various kinds, each program has its own curriculum, based on either sub-themes such as "the arts", or on a specific culture or an ethnic group. Some of the segments are serialized. In this way, excitement is increased through the use of suspense, and the child is encouraged to watch subsequent programs. The programs

were designed to build on each other, thus having a cumulative effect on the young viewing audience.

The following serialized dramas, genres, and ongoing and related segments were included in the programs of the Vegetable Soup series:

"Outerscope" -- a serialized adventure series depicting puppets of multi-ethnicity traveling to various planets where they encounter prejudicial situations;

"People's Jobs" -- which presents mini-documentaries about minority men and women in both high and low status jobs;

"Crafts, Recipes and Games" -- which are animated segments on "how to" do, make or play something;

"Basic Emotion Dramas" -- which are series of dramas revolving around real people in real life situations with which viewers can identify;

"What Did You Say" -- which deals with language and how words have been loaned or borrowed;

"Literature, Music and Art" -- these segments include folktales, children's art and poetry of other cultures;

"Children's Questions About Race" -- which deals with topics about which children have real questions.

These segments were designed to support the stated objectives, which are directed toward helping children gain a greater awareness and appreciation of the cultural richness of the American society. This focus of objectives clearly indicated to the research team that the emphasis of the series was

undoubtedly concerned with a redirection of attitudes.

The concept of "intergroup attitudes" is expressed as "a cluster of tendencies to respond to other groups in an evaluative fashion." The content of such attitudes is represented by what the person feels, believes and is ready to do about members of other groups. Goodman (1964) has suggested that racial attitudes in children develop in three overlapping stages: ethnic awareness, ethnic orientation and ethnic attitudes. It may therefore be assumed that the development of attitudes toward sex and age stereotypes follows the same pattern.

Vegetable Soup attempts to foster positive ethnic attitudes through the development of an ethnic awareness. Therefore, it may be hypothesized that positive reinforcement, following ethnic awareness, should prove to be the positive force needed for attitudinal change.

As will be subsequently noted, as the youngster becomes aware of ethnicities, he becomes familiar with labels which tend to be used for purposes of differentiation. Concomitantly, he is also introduced to evaluative orientations regarding these labels held by members inside and outside of his community.

The Research Design

The basic research design adopted for this evaluation was the "Posttest Only Control Group" design wherein children were randomly assigned to experimental and control groups, as shown in Table I, by age, sex and race. While it was recognized that the pretest is a concept deeply ingrained in the thinking of research workers in education and psychology, it is not essential to true experimental designs. As noted in Campbell and Stanley (1963):

> For psychological reasons it is difficult to give up "knowing for sure" that experimental and control groups were "equal" before the differential experimental treatment. Nonetheless, the most adequate all-purpose assurance of lack of initial biases between groups is randomization . . . Randomization can suffice without the pretest . . . Furthermore, in educational research, particularly in the primary grades, we must frequently experiment with . . . the initial introduction of entirely new subject matter, for which pretests in the ordinary sense are impossible. (pp. 25-26)

Further arguments against any variant of the Pretest-Posttest Control Group Design were the difficulties encountered in repeated testing of young children and the risks of pretest effects confounding the final results of the posttest performance.

It may be noted from Table I that the research

TABLE I

Summary of the Research Design

Ages / Sexes	Racial Ethnic Groups: Black Exp. B	Black Exp. G	Black Cont. B	Black Cont. G	White Exp. B	White Exp. G	White Cont. B	White Cont. G	Asian Exp. B	Asian Exp. G	Asian Cont. B	Asian Cont. G	Puerto Rican Exp. B	Puerto Rican Exp. G	Puerto Rican Cont. B	Puerto Rican Cont. G	Chicano Exp. B	Chicano Exp. G	Chicano Cont. B	Chicano Cont. G	Totals
6-8	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	200
8-10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	200
									Totals												
Exp.	20	20			20	20			20	20			20	20			20	20			200
Cont.			20	20			20	20			20	20			20	20			20	20	200
Grand Totals	40		40		40		40		40		40		40		40		40		40		400

design called for balanced randomly assigned control and experimental groups, subdivided by age, sex and race, and with each cell containing ten children. To insure equal distribution of ages, each cell contained equal numbers of children of the age level represented. Hence, each cell in the 6-8 year old group contained five six year olds and five seven year olds, and each 8-10 year old group contained five eight year olds and five nine year olds.

Method and Procedure

After schools were selected and logistical problems solved, school schedules had to be determined in preparation for actual viewing. In order to conduct the testing with children from a variety of classes, a general consensus of time was necessary.

Two video tapes were shown each week, on days least interfered with by the schools' schedules. Sixteen, one half hour programs were seen over a period of eight weeks. Attendance was monitored for each showing and "make-up" sessions were scheduled for absentees. Children's reactions to each program were recorded by the researchers which included children's verbatim comments while the programs were being viewed. The half-hour programs were brought

into each of the selected schools on the day they were to be shown, to prevent "contamination" of the experimental-control design, by programs being inadvertently seen in advance. Upon completion of the viewing of all sixteen programs by the experimental group only, both groups (experimental and control) were tested using a specially designed instrument.

Instrumentation

The design of the instrument was in the form of a questionnaire administered to individuals in a 20 minute time period. The test was structured so that the administrator would be able to ask for clarification or elaboration where the child's responses were unclear. Wherever possible, the testing team included adults who could speak Spanish, Chinese or Navajo to help those children with a limited understanding of the English language.

The final version of the instrument package was broken down into four parts. These parts are described below and coincide with the four research questions which are answered in the section entitled "Results and Conclusions".

Test I: Awareness and Positive Identification with Ethnic Group

> Did the child who saw the programs show evidence of fostering more positive identification and awareness of his own ethnic group?

The test for this question was designed to determine whether or not the child was aware of his ethnic identity, and whether there were positive feelings toward his own ethnic group. Twenty-four photographs depicting four children for each of the six racial-ethnic groups included in the study were used. Each cluster of four photographs depicted two girls and two boys. These were individual pictures of a younger (approximately 6-7 years) and older (approximately 8-9 years) boy and girl. The photographs were of school children not known to any of the subjects in the study.

The 24 photographs were displayed in a random order on a large table and the child was given the following instructions:

> Here are some pictures of some children (point to them). Show me the one that looks the most like you.

After the child's choice, or choices, the examiner was instructed to ask: "Can you tell me why you chose this one?" and to record the child's answer. This picture was set aside and, pointing to the remaining

photographs, the examiner was to ask: "Now show me the pictures of the children who could be in your family or could be your sisters or your brothers." The child was then asked: "Can you tell me why this child (these children) could be a member of your family?"

In the third and final part of the identification test, the child was shown 12 photographs of adults depicting one woman and one man from each of the six ethnic groups included in the study. None were known to the subjects. These photographs were placed in a random order in front of the child. Pointing to the pictures, the examiner said: "Here are some pictures of grown-up people who could be members of your family." The child was then asked: "Tell me why this person (these people) could be a member (members) of your family."

All picture selections were recorded using a numbered code for each of the pictures, and the child's verbal responses were noted in protocol form. (See Data Sheet in Appendix.)

For scoring purposes, all answers and protocols were examined by one of the investigators. Taking the responses to all three of the subtests as a whole each child was scored either "yes" (having ethnic

identity), or "no" (not having ethnic identity).

The statistical analyses of these data were intended to determine whether there were differences between the experimental and control groups in the degree of ethnic identity and whether there were interaction effects between ethnic identity and the sociometric choices to be described in Test III.

Test II: New Child in School

> Did the child who saw the programs develop greater feelings of acceptance for others new to his group?

This test, divided into Parts A and B, consisted of two 8½ by 11 inch black and white photographs, depicting a cluster of children sitting around tables in a classroom setting. Each photograph shows a boy or girl standing at the door and looking into the room. Parts A and B differed in that in the one form the child at the door was of the same racial or ethnic group as the children in the classroom, and the child being tested. In the alternate form, the child at the door was of a different race or ethnic group. These forms were administered in staggered sequence so that one form was administered at the beginning of the test battery and the alternate form was administered at the end. Thus the pictures with the alike racial (A) and nonalike racial children (B) were used first and second

respectively with every other child tested, ruling out the "position effect" of order of item administration.

The procedure for administration involved the examiners placing the photograph in front of the child and saying: "Here is a child (pointing to the picture) who is coming to this school for the first time. The child is standing there alone and frightened. The other children are inside. The new child does not know what to do. Tell me what you would do if you were one of the children in the group (points to the group)."

If the child hesitated to respond, the examiner restated the query. Examiners with facility in Chinese and Spanish were available to administer the tests in the child's mother tongue where necessary.

The examiner was instructed to record the child's statements in synoptic form, using quotations where feasible, and to score the response on a seven-point Likert-type scale ranging from "hostile or rejecting" (scored 1) to "highly helpful, sensitive to new children" (scored 7). All protocols were examined by one of the senior researchers and the scores on the rating scale were adjusted to obtain scoring uniformity on the basis of each examiner's written comments.

The statistical analysis was designed to examine the differences in responses of each child to the "like" and "unlike" racial pictures, and to determine differences in the responses of the experimental and control groups.

Test III: Choice of Friends

Did the child who saw the programs feel more friendly toward others?

The test for this question was designed to measure sociometric preferential patterns by the children in the six racial-ethnic groups included in the study, and by sexes, for children from the six groups represented by the 24 photographs described in Test I above.

The 24 photographs were placed in a pile that had been randomly ordered by shuffling. The examiner, holding the pack of pictures, said to the child: "I am going to show you pictures of these children one by one. As you look at each picture, I want you to tell me if you would like to have this child as a friend. If you would, say 'yes'; if not, say 'no'."

The examiner then placed each picture in a "yes" or "no" pile according to the child's responses. He then picked up the pictures in the "yes" pile and said: "Here are the children you would like to have as friends. Now, I would like to have you look at them again and

tell me which ones you would especially like to have as a friend. As I show you these pictures one by one, I want you to tell me which ones you would especially like to have as a friend. For those children you would especially like to have as friends say 'yes'; for the others say 'no'."

The examiner then proceeded as in the first step.

In the final step of this procedure the examiner picked up the original "no" pile, and said: "Here are the children you did not choose to have as friends. But now I want you to imagine that these are the only children around to choose as friends. The others might have moved away. Tell me which children you would choose as friends if they were the only ones around. As I show you these pictures, for the ones you would choose as firends, say 'yes', for the others, say 'no'."

The examiner then proceeded as in the previous step.

The pictures, thus ordered into a four-fold hierarchy of preferences, were recorded on data sheets utilizing the number codes established for each picture. Potentially, then, with complete data the research design could generate a 400 by 24 sociomatrix

that could be analyzed for preference patterns for experimental and control groups by sex, race and age of choosers and pictures chosen.

Test IV: Occupations

> Did the child who saw the programs have less of a tendency to stereotype what people could do occupationally on the basis of sex and race?

The occupations' test was designed to obtain judgments of the kinds of occupations that people of different racial or ethnic group membership might enter. Sketches portraying occupations or occupational settings were created by artists. These artists' renderings were line drawings depicting the following occupations: nursing, supermarket worker, teacher, judge, workman/woman, farm worker, doctor, office worker, bus driver, cleaning person and cowboy/cowgirl. The drawings depicting these occupations were placed on a large table in front of the child. The examiner pointed to each of the pictures explaining that these were pictures of things to work with or places to work and naming the occupations that were represented.

The child then was given the 24 photographs of children used in Tests I and III and was told: "When these children become grown-ups they are all going to do some kind of work. I want you to imagine that these children (pointing to the photographs) are

going to do work such as we see in these drawings (pointing to the occupation pictures) when they grow up. Look at the picture of each child and place each picture on the kind of job he might do when he grows up."

The examiner at this point made clear to the child that (1) all photographs had to be used, (2) more than one photograph could be put on any job, and (3) that not all occupations had to be utilized.

The responses were then recorded by placing the code numbers of the photographs in spaces for the 11 occupation categories on the data sheet.

The final step of testing was to administer the second half of Test II (the test for Acceptance or Rejection).

Following some preliminary field testing, the decision was made to test only the eight through ten year old children with the whole test battery and to eliminate the occupations test with the six and seven year old children. It was felt that the younger subjects were less job oriented and unable to match jobs with ethnic group members. The resulting testing time per child was about 15 minutes for the younger children and 20 minutes for the older.

On the matter of reliability and validity, the

investigators are aware of the importance of instrument reliability and validity and inter-examiner reliability. They also are aware that all kinds of effort is involved in this aspect of instrument design. However, the coordination of viewing time and end-of-school-year schedules presented some real problems to the researchers. A decision had to be made whether to attempt to show (16) programs after testing for reliability and validity, or to forgo the tests and to take advantage of available viewing time. The tests (interview-questionnaire) were administered without testing reliability and validity.

Inter-examiner reliability was a serious problem only with the scoring of Test I and II, where the scoring depended on examiners' judgment. The solution adopted for this problem was to have all responses for all experimental and control group children examined and, where necessary, rescored by one major investigator, following rules agreed upon by the senior investigators involved.

Results and Conclusions

Question 1

Fostering Positive Identification With One's Own Ethnic Group

The majority of the children showed positive

identification with their own ethnic groups as indicated by their selection of photographs they felt could be themselves or members of their families. Further indication of fostering positive identification appeared in the verbal responses made about members of their ethnic groups, as seen in the individual television programs.

For the experimental group, there was a slight, but statistically significant difference, in favor of identification with one's ethnic group. When the formal testing instrument was used, it was found that the Chicano children exhibited the greatest percentage of identification with their own ethnic group, of all the ethnic groups tested.

Question 2

Acceptance or Rejection of Outsiders; Members of Other Ethnic Groups

The question focusing on acceptance or rejection asked the child, "What would you do about this child outside of the group?"

When analyzing the separate ethnic groups, in terms of acceptance of outsiders, the white experimental group children indicated the greatest gain, scoring significantly higher than the white control group children. Based on these findings, it is the conclusion of the research team that the

programs had a decided positive effect on the white experimental population which viewed the sixteen programs of Vegetable Soup. This was in terms of positive responses to the question, "What would you do about the child outside of the group?"

Question 3

Level of Friendliness

There were significant differences between the experimental and control group children in the level of friendliness exhibited by their sociometric choices. The difference was in favor of the experimental group. Although the blacks exhibited the highest percentage in choice of friends, the mean scores for all six ethnic groups were found to be higher for the experimental than control groups. As evidenced in question (2), the white group, once again represented the greatest difference between the experimental and control groups, with the Asian groups representing the least. The contrast between choices of black and Asian groups was extreme and accounts for the variance in the analysis. In our society, these two groups, blacks and Asians, have somewhat unique problems in terms of ethnic grouping and housing patterns. Undoubtedly, these two factors have contributed greatly to attitude formation which in turn must be recognized as variables.

Question 4

Occupational Stereotyping

Only the children between the ages of 8 and 10 years were included in this part of the study. We felt that the younger subjects were not sufficiently career oriented to be able to pair jobs and ethnic group members. When the experimental and control groups were analyzed by sex and race, no patterns were revealed in terms of what jobs people would hold when they grew up. The responses were extremely randomized for both the experimental and control groups. It is interesting to note, however, that the verbal responses given by the children while viewing, does indicate some interest in many of the occupations seen on the programs.

Children of all ethnic groups made some remarks about either the occupations themselves, or the people holding particular jobs. For example, black, and other children were quite interested in the black hair stylist. Others expressed interest, either verbally or through facial expression, in dancers, builders, the jockey, the ceramist and the harpsichordist. Therefore, although statistical responses were randomized, the interest in particular occupations was evident.

It also seems quite positive that the children

did not place various ethnic groups in high or low status jobs, but saw the possibility of a variety of people working at suggested occupations.

As has been indicated, while the children viewed the programs, their responses to segments were monitored and hand recorded. These spontaneous reactions are of particular importance in attitudinal studies because they are direct responses evoked by the stimuli. While being viewed, virtually every segment of each program had some effect on many of the 240 subjects. This was evident either by verbal statements or questions, or by some overt behavior exhibited by the children. In one segment on "children's questions," the television audience attempted to answer the questions before the answers were offered on television. In a delightfully informative segment on why one's hair is straight, curly or wavy, the youngsters responded by touching each other's heads and asking additional questions about hair.

The positive responses provided by the young viewers, coupled with the differences between the scores of the experimental and control group children, are indicative of the effect of Vegetable Soup on the attitudes of the children who viewed the (16) programs.

The programs were designed to have a cumulative effect, with one program building on another. The production techniques used, such as serialization and repetition of ideas and concepts, provide children with the reinforcement so necessary if attitudinal change is to take place.

If change was evidenced after viewing only 16 programs, without teacher input, then it may be safely assumed that a much greater percentage of change will be manifested with the use of the previously tested learning concepts incorporated in the teacher-training material. These materials should be provided as the programs are aired.

Vegetable Soup is the only children's television program, to date, which has as its major focus, the development of positive feelings about all ethnic groups. It was designed to induce intergroup attitudinal change which it has done successfully.

Recommendations

1. Themes dealing with basic emotions, e.g., the Joey and Martin series, need to be handled openly and directly. The semi-documentary style used in the Joey series proved to be effective in depicting issues of fear and prejudice.

2. For purposes of conducting research, a great degree of specificity is needed in defining Asian ethnic groups. Differences in value systems affect responses from individual groups, and some separation is necessary in all fairness to individual groups.
3. Native Americans prefer to be known by their tribal names, e.g., Navajo, rather than by a more general ethnic classification, such as Indian and Native American.
4. Shifts in attitude may be more clearly indicated when portrayals of ethnic characteristics are more precise in the choice of ethnic groups presented. For example, there should be clearer distinctions among white, Puerto Rican and Chicano children.
5. Sex roles and sex bias as they relate to occupations, race and age are best understood when the segments are specific in this regard.
6. The focus of the presentation on occupations should stress the possibility of any ethnic group member working at any job. The technique used in filming these particular segments should include adult-child interactions and less verbalization.

7. To fulfill attempts to develop fine listening skills in segments on story-telling, careful selection of story-tellers is of prime importance. Style, presence and delivery of a story are paramount considerations in the selection of a story-teller.
8. Generally, one must avoid talky, technical or "lecture" type presentations.
9. Although it is appropriate to use various language forms, such as rhyming, or dialect, clarity and simplicity should be the focus. Timing should be paced slowly enough to enable children to clearly understand the words.
10. Faculty and students in Intermediate and Junior High Schools should be encouraged to make the television programs a part of their daily curriculum.
11. The parent-teacher guide should be utilized with each viewing of Vegetable Soup. This will assist the students in understanding concepts presented in various segments.
12. The research team strongly recommends a longitudinal study, to determine attitudinal shifts after continuous watching of the Vegetable Soup series over a period of one year or more.

13. Teacher-training workshops should be organized to enable teachers to use these programs, to help teachers deal more openly and more effectively with prejudice, cultural diversity, and ethnic identity in the classroom.

Manuscript Preparation:
William Lewis

APPENDIX

Instrument

Test Instructions

This test is designed for individual administration only. The child should be seated comfortably at a table large enough to permit the picture sorting and arranging tasks involved. The examiner should be seated in a position permitting the child and examiner to handle test materials together. In the specific instructions that follow, (E) represents Examiner; (C) represents child being tested.

Test I: Awareness of Ethnic Identity

Test Material

1. Photographs of boys and girls representing the six ethnic groups.
2. Data Sheet.

Procedure

Subtest A: Display all pictures in front of the child.

Say:

"Here are some pictures of some children (point to them). Show me the picture that looks most like you."
After the child's choice ask: "Can you tell me why you chose this one (point to the picture)?" Record the child's choice (the number on the back of the picture) and the child's response. Put the picture aside.

Subtest B: Point to the pictures on the table and Say:

"Now show me the pictures of the children who could be in your family -- could be your sisters or your brothers." Point to the child's selection and ask: "Can you tell me

why this child (these children) could be in your family?" Record choices and responses.

Subtest C: Place the 12 adult photographs on the table in front of the child leaving the pictures of boys and/or girls chosen by the child as representing self and possible brothers and sisters before the child in a separate cluster. Point to the pictures of the adults and Say:

"Here are some pictures of grown up people. Show me the picture of those people who could be in your family." Place the adult pictures selected with those of children already selected. Say: "Tell me why these people could all be members of your family." Record choices and responses.

Test II: New Child in School, Part A

Test Materials

1. Photograph of classroom scene with child entering of same race or ethnicity as group portrayed in the scene.
2. Test Data Sheet.

Procedure

Place the photograph in front of the child. Say:

"Here is a child (point to picture) who is coming to this school for the first time. The child is standing there alone and frightened. The other children are

> inside. The new child does not know what to do. Tell me what you would do if you were one of the children in the group (point to the group)."

If the child hesitates to respond, the examiner may restate the query.

Recording the Responses

Write a synopsis in paragraph form on the data sheet using quotes if possible based on your immediate impressions of the child's response, place a check mark on the rating scale provided on the data sheet. The (E) is urged to complete recording these data before seeing the next child.

Test III: Choice of Friends

Test Materials

1. Photographs of boys and girls.
2. Data Sheet.

Procedure

Step 1:

Place the children's pictures in a randomly ordered pile (simple shuffling will suffice). Point to the pack of pictures and Say:

> "I am going to show you the pictures of these children one by one. As you look at each picture, I want you to tell me if you would like to have this child as a friend. If you would, say 'yes'; if not, say 'no'."

Place the pictures in "yes" and "no" piles after each response.

Step 2:

As a second step, pick up the cards in the "yes" pile and Say:

> "Here are the children you would like to have as friends. Now, I would like you to tell me whom you would especially like to have as a friend. As I show you these pictures, for those children you would especially like to have as friends, say 'yes'; for the others, say 'no'."

Proceed as in Step One.

Step 3:

Pick up the cards in the "no" pile. Say:

> "Here are the children you did not choose to have as friends. But I want you to imagine that these children are the only ones around for you to choose as friends. Tell me which children from this group you would choose as friends if they were the only ones around. For those children you would choose as friends, say 'yes', for the others, say 'no'."

Proceed as in Step 1. Record responses on the data sheet by writing the numbers on the backs of the children's pictures in the spaces provided.

Test IV: Occupations (Test only older group)

Test Materials

1. Pictures of boys and girls.
2. Sketches of occupational situations.
3. Data Sheet.

Procedure

Place all pictures of occupational situations in

front of the (C) on the table. Say:

> "These are pictures that show things to work with or places to work." Point to each picture in turn and briefly describe the work situation. For example, point to the supermarket setting and Say: "This is where people work. They put things customers buy on the shelves and they keep the store clean and neat."

(We wish to emphasize the lower status aspects of work in supermarkets.)

After all occupational situations have been defined, show (C) the photographs of all of the children in a pack and Say:

> "When these children become grown-ups, they are all going to do some kind of work. I want you to imagine that these children (point to pack of photographs) are going to do work like we see in these pictures (point to occupation pictures) when they are grown-ups. I am going to show you the pictures of these children one by one. As you see each picture, point to the kind of work (point to occupation pictures) you think each one could do."

As the child makes his first judgment, place the first photograph under the picture of the occupation the child has designated. As you prepare to present the next child's photograph, make it clear the (C) can assign more than one person to any given occupation. Record responses on the data sheet by writing the numbers on the back of the children's photographs in the occupational designations provided.

Test II: New Child in School, Part B

Test Materials

1. Photograph of classroom scene with group portrayed in the scene of the same race or ethnicity as the child being tested and the child portrayed as entering the classroom of a different race.
2. Data Sheet.

Procedure

Place the above photographs in front of the child (C) and Say:

> "Here is a child (point to picture) who is coming to this school for the first time. The child is standing there alone and frightened. The other children are inside. The new child does not know what to do. Tell me what you would do if you were one of the children in the group (point to the group)."

If the child hesitates to respond, the examiner may restate the query.

Recording the Responses

Write a synopsis on the data sheet using quotes if possible. Based on your immediate impressions of the child's response, place a check mark on the rating scale provided on the data sheet that best represents the quality of response made by the child. (E) is urged to complete reading these data before seeing the next child.

Conclusion of Test

Thank the child at the end of the test. Before going on to the next child for testing, make sure all data have been recorded clearly and accurately for the previous test.

Data Sheet

Name of Examiner:_____

Place of Testing:_____Date of Testing_____

Identification Data

Print Child's Name:_____(last)_____(first)

Sex: Female___Male___Date of Birth_____

Control Group____Experimental Group____(Check One)

Grade in School____Identification Number_____
(Examiner leave blank)

Test Data

Test I -- Self-Identification and Positive Ethnic Identity

Subtest A:

Numbers of pictures chosen:_____

Explanation of Choice(s):

Subtest B:

Numbers of pictures chosen:_____

Explanation of Choice(s):

Subtest C:

Numbers of pictures chosen:_____

Explanation of Choice(s):

Test II -- New Child in School, Part A

What would you do?

Rating of Response

.	.	.	.	.	.	.
HOSTILE OR REJECTING	MILDLY REJECTING	DISINTERESTED	NO RESPONSE OR DON'T KNOW	SHOWS CONCERN	HELPFUL	HIGHLY HELPFUL SENSITIVE TO NEW CHILDREN

Test III -- Choice of Friends

Write in numbers of pictures in appropriate spaces.

Level 1 (lowest)	Level 2 (third highest)	Level 3 (second highest)	Level 4 (highest)

Test IV -- Occupations (Test only older children)

Write in numbers of pictures in appropriate spaces.

NURSE	SUPERMARKET	TEACHER	JUDGE	WORKMAN	BUS DRIVER

FARMER	DOCTOR	OFFICE	COWBOY/ COWGIRL	CLEANING MATERIALS

Test II -- New Child in School, Part B

What would you do?

Rating of Response

.	.	.	.	.	.	.
HOSTILE OR REJECTING	MILDLY REJECTING	DISINTERESTED	NO RESPONSE OR DON'T KNOW	SHOWS CONCERN	HELPFUL	HIGHLY HELPFUL SENSITIVE TO NEW CHILD'S NEED

Additional Data

For purposes of applying as a covariate, we would value any test possible from tests administered by the school for the experimental and control children. These could be intelligence, achievement, readiness, or other similar test scores for tests given during the past school year. Please give the following information:

Name of Test	Form	Date of Testing	Total Score

The Advisory Committee for VEGETABLE SOUP

VEGETABLE SOUP was designed to serve the concerns of minority and non-minority groups. A state-wide Advisory Committee represented the ideas and concepts of inter-relationship of such groups. On the average, they met at least once a month, from May 1973 through May 1975.

The members represented the following civic and community organizations:

- The National Urban League
- ASPIRA of New York, Inc.
- The Albany Board of Education
- Building Bridges to Better Bilingual Education
- The Hadley-Luzerne School District
- Seneca Nation Education Program
- St. Peters School, Troy
- National Association for the Advancement of Colored People
- Office of Human Relations of Schenectady Public Schools
- Shenendahowa Public Schools
- The Daughters of Abigail
- The Troy Board of Education
- The Albany Y.W.C.A. Day Care Center

The memoers were:

Ms. Aiko Abe
Ms. Angela Bazley
Mr. Reginald Brown
Ms. Alice Cardona
Ms. Helen Cavanaugh
Mr. Sam Chu
Ms. Natalie Dickerson
Ms. Valerie Drysdale
Ms. Michelle Durand
Mr. Leonard Gereau
Dr. Medardo Gutierrez
Dr. James Hepinstall
Mr. Gerard Jemison
Sister Irene Kruse
Ms. Rubi Lorans
Mr. Albert Parker
Ms. Dorothy Paul
Ms. Wardell Robinson
Ms. Margaret Simmons
Mr. Seth Spellman
Ms. Mary Stierer
Ms. Luz Tirado
Ms. Lourdes Travieso
Ms. Doris Vineberg
Ms. Emily White

The Committee played an important and active role, continually analyzing and evaluating the pilot materials for use in the series. Mrs. Geraldine Jefferson of the Division of Intercultural Relations was the project coordinator for the Advisory Committee.

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